

THINK STRENGTH THE SOURCES OF STRENGTH PROGRAM AND SUICIDE PREVENTION

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IDAHO LIVES PROJECT

Helping Idaho Youth Choose to Live

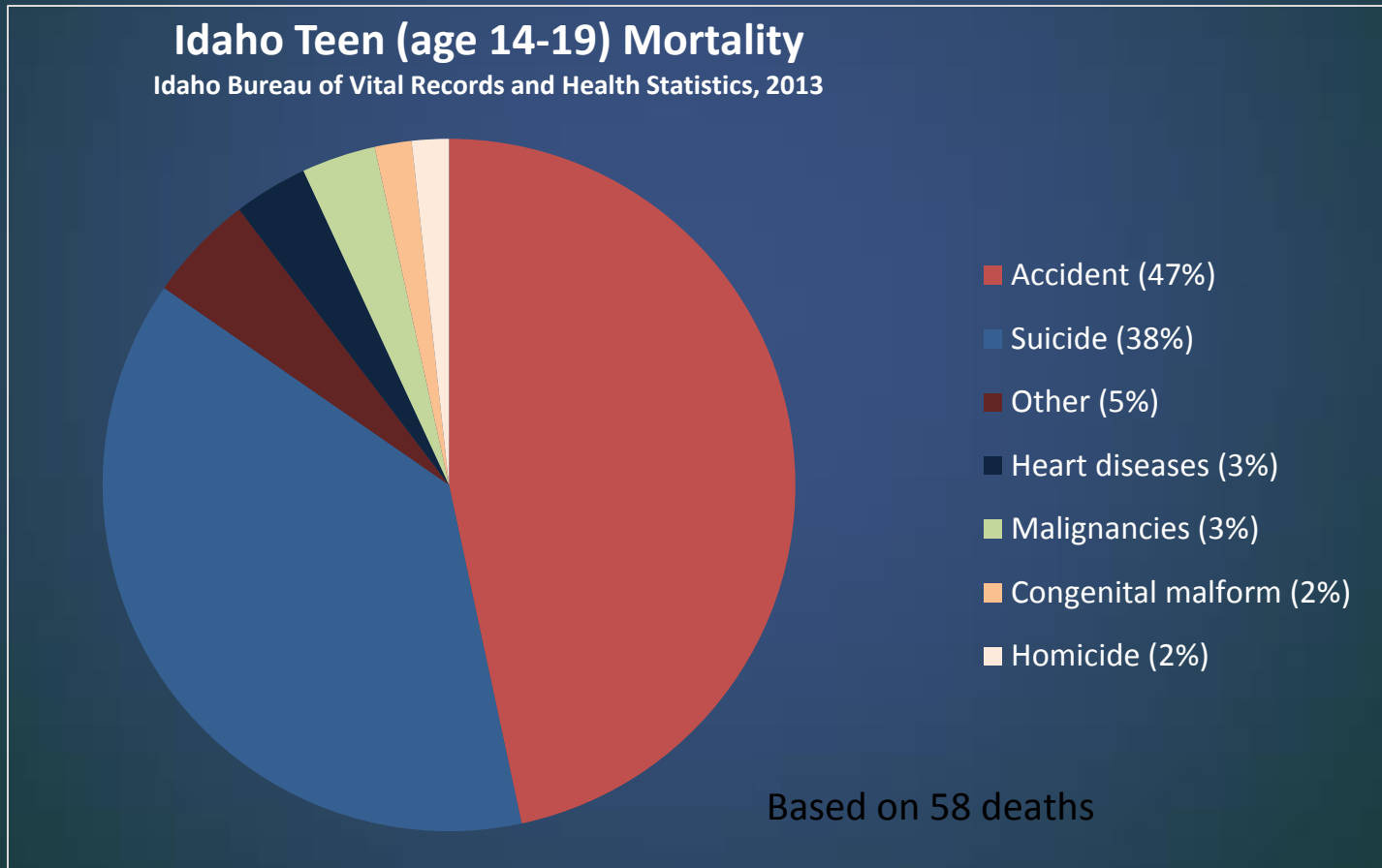


Suicide Statistics: U.S. and Idaho

	<u>US 2014</u>	<u>ID 2014</u>
Total Deaths	42,773	320
Deaths/week	823	6
Suicide Rate	13.4	19.6

Youth Suicide Facts

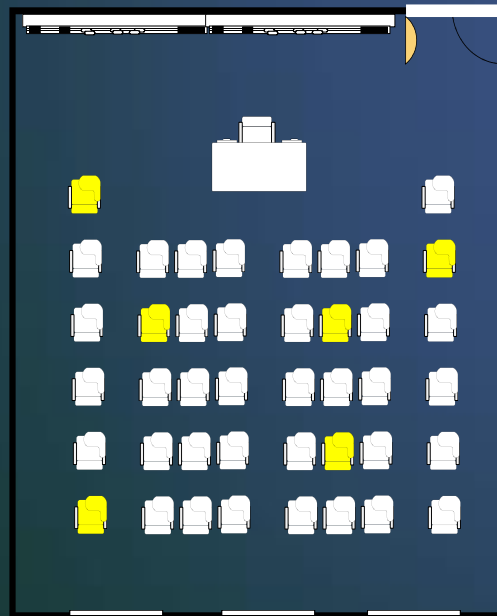
- 2nd leading cause of death among Idaho's youth. 38%



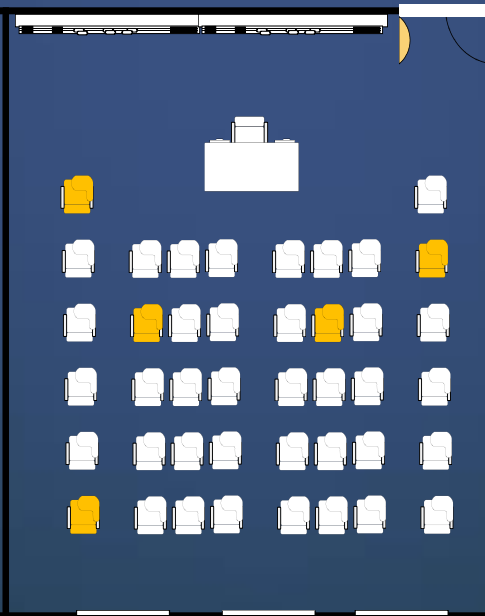
Youth Suicide Facts

- Idaho high school students, 2015 YRBS shows (9th – 12th grades)

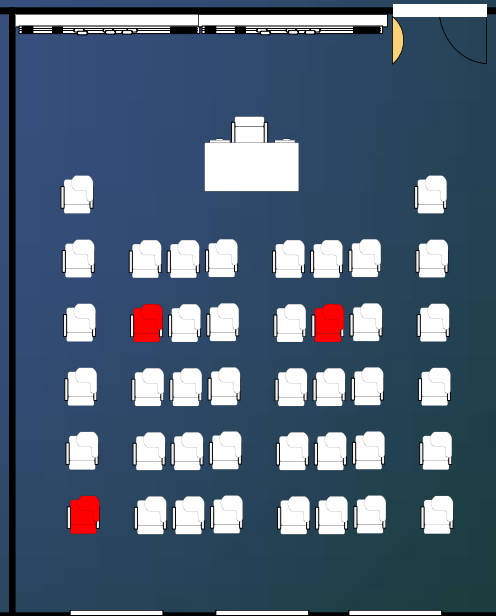
1 in 5 have
considered
suicide



1 in 6 actually
have a
suicide plan



1 in 10 have
attempted
suicide



Special Populations

- LGBTQ
 - LGB youth are 4X more likely, and questioning youth are 3X more likely, to attempt suicide as their straight peers.
 - 25% of transgender people report having made a suicide attempt.
 - LGB youth who come from highly rejecting families are 8.4X more likely to have attempted suicide than LGB peers reporting no or low levels of family rejection.
- Hispanic youth
 - Hispanic youth have slightly higher rates of suicidal thinking and attempts than youth overall
 - One study showed Hispanic girls have higher rates of suicide ideation and behavior than any other youth BUT only 32% received mental health treatment.
- Other groups
 - Foster children have higher rates of suicide than youth overall
 - Juvenile justice affected children have higher rates than youth overall

School-Age Children

- Idaho has lost 96 school-aged children to suicide in the last 5 years (2010-2014).



- 20 of those children were age 14 or younger



College-Age Youth

- Idaho has lost 155 college-aged youth (age 19-24) to suicide in the last 5 years (2010-2014).



WHY?

THE SUICIDAL MIND

Thomas Joiner, PhD

- Distinguished Research Professor and The Bright-Burton Professor in the Department of Psychology at Florida State University
- Author of over 400 peer-reviewed publications
- Editor-in-Chief of the journal *Suicide & Life-Threatening Behavior*
- Author of
 - *Why People Die by Suicide*
 - *Myths About Suicide*
 - *Lonely at the Top*
 - *Perversion of Virtue*



Interpersonal-Psychological Theory of Suicide

Thomas Joiner, PhD

Why People Die by Suicide

Those Who Desire Suicide

Those Who Are Capable of Suicide

D
i
s
t
a
l
F
a
c
t
o
r
s

Perceived
Burdensomeness

Thwarted
Belongingness

Fearlessness about
Pain, Injury & Death
Acquired Ability for Self-Harm

Serious Attempt or Death by Suicide

Derived from Sketch of a Theory
Power Point presentation, 2013
Thomas Joiner, PhD

ACE Study

- Adverse Childhood Experiences Study
- Ongoing study of the effects of childhood trauma on life-long health.
- *‘The likelihood of childhood/adolescent and adult suicide attempts increased as ACE Score increased. An ACE Score of at least 7 [categories] increased the likelihood of childhood/adolescent suicide attempts 51-fold and adult suicide attempts 30-fold (P<.001).’*”

Upstream Prevention

- Promote Student Well-being
 - School Climate
 - Belongingness
 - Capability
 - Viewing unwanted behavior through a “trauma lens”



School-wide Prevention




- Train Gatekeepers
 - Ensure community resources are in place
 - Train adults and youth separately
- Train Students
 - Choose curriculum carefully
 - Must emphasize: code of silence, trusted adults, rarity and warning signs – NEVER normalize suicidal behavior
- Screen: individually with properly-trained screeners

Prevention Tools Online

- List of school-based belongingness activities
- Guidelines for school gatekeepers
- Positive Behavior Supports
- Other web resources

www.spanidaho.org/schools

Intervention Best Practice Planning

- Train entire school community 
- Pre-screen mental health help 
- Involve emergency personnel and police in planning 
- Have protocols for when parents are unavailable or refuse to get child help
- Prepare for cultural and language barriers

How to Ask

- Direct:

“Are you thinking of suicide/killing yourself?”

- Less Direct:

“You seem to be _____. Sometimes when people are _____, they think about suicide. Are you thinking of suicide/killing yourself?”

How NOT to Ask

“Are you thinking of hurting yourself?”

“You’re not suicidal, are you?”

You’re not thinking of doing something crazy, are you?”

Listening



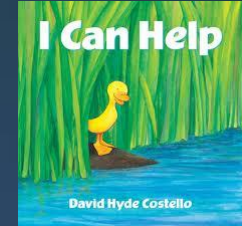
DON'T
PANIC!

- Put your fear on hold
- Listen to the problem and give full attention
- Use reflective listening
- Do not problem solve
- Do not rush to judgment



Get Help

- Get a commitment to accept help and make arrangements and contact family/friends
- Ensure student is not left alone
- Notify parents
- If student is deemed to be at high risk, also contact mental health agency where the student can go for further help.
- 1-800-273-TALK (8255)
- Call police if student is in possession of a weapon
- Follow up with parent and mental health agency
- Debrief staff involved – self care
- Document everything!



Other Intervention Considerations

- Assessment tools
 - Find the best for your school/district
 - Should include:
 - plan determination
 - asking about means
 - finding all relevant information
 - inform administration of results
- Contracts
 - Not a good idea/↑ hopelessness
 - Use safety plan/care card instead



Intervention Tools Online

- Questions for guiding intervention
- Student interview questions
- Sample parental contact form
- Self-care document
- Sample student re-entry plan
- Sample student record of actions taken
- Sample incident report
- Sample care care/safety plan

www.spanidaho.org/schools



Most Critical for Youth to Know

1. They have strengths and resilience
2. They have trusted adults to tell and must tell
Life and Death Issue = No code of silence
3. Warning signs
4. Suicide is rare
5. Suicide is NOT a common response to bullying
6. 1-800-273-TALK (8255)



What to Avoid in Talking to Youth

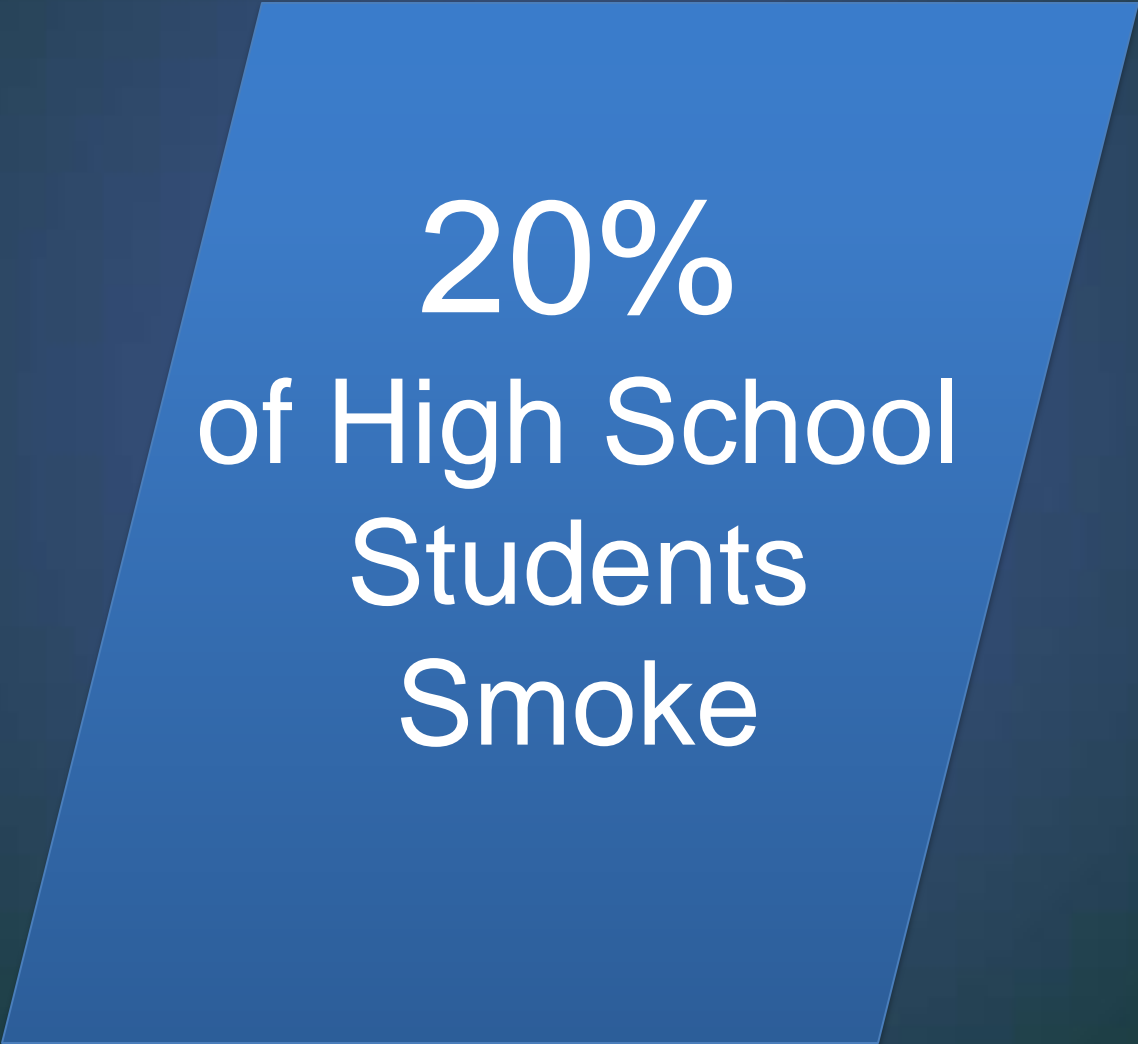
- Suicide statistics
- Suicide means/methods
- Excessive detail about suicide death
- Stories that are sad, shocking or traumatic



SOURCES OF STRENGTH



Messaging is Everything

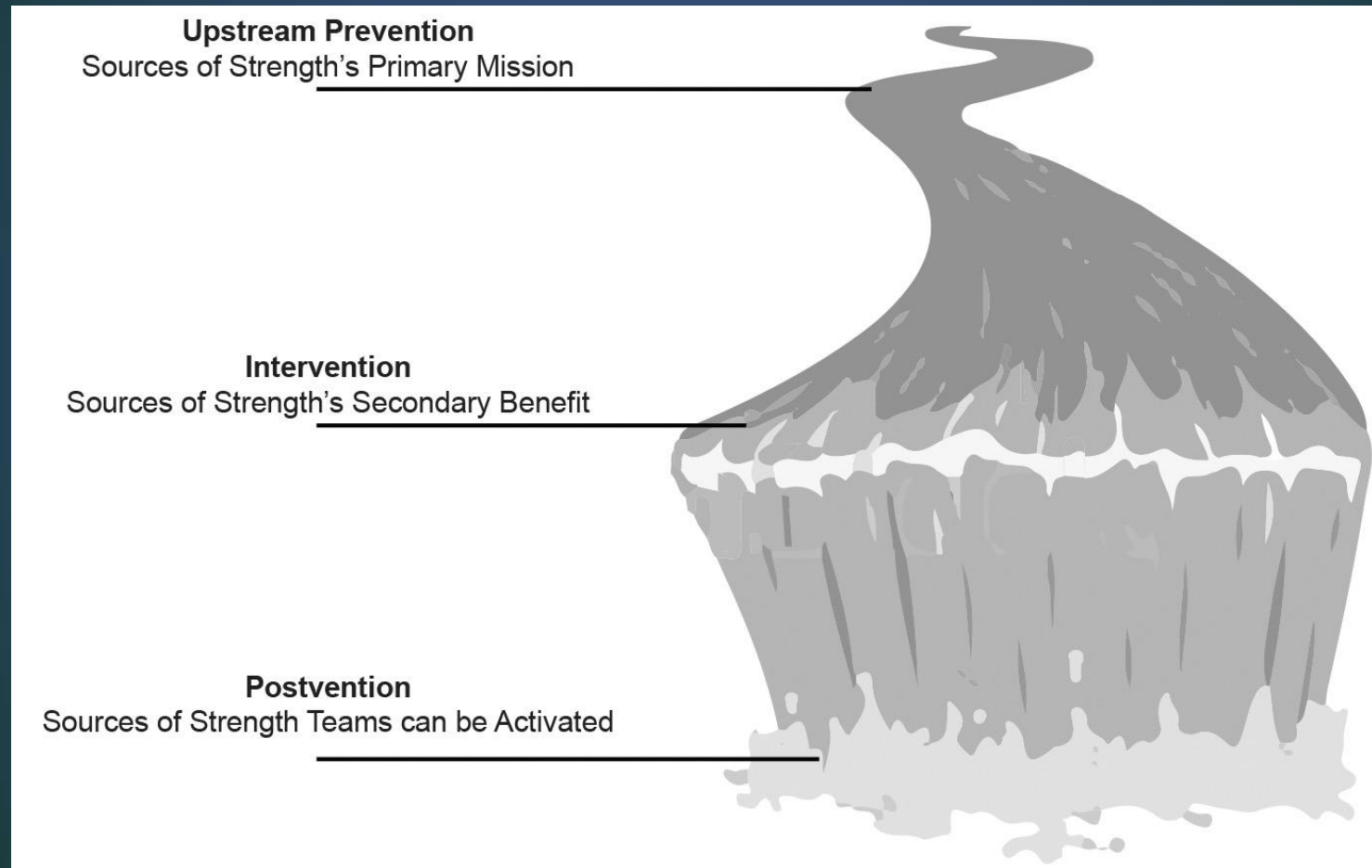


20%
of High School
Students
Smoke

Messaging is Everything

80%
of High School
Students
Don't Smoke

Upstream Prevention



How is *Sources of Strength* Different?

- Uses Strength-based resilience model to increase eight protective factors
- Uses **DIVERSE** Peer Leaders to influence norms and behaviors
- Trains adults **AND** youth



The Process

- ILP provides suicide prevention gatekeeper training to all participating school's staff
- ILP provides training to 4 – 6 Adult Advisors who commit to the process in Sources of Strength, ~ 40 hours/year.



The Process

- All staff nominate Peer Leaders
- ILP trains Peer Leaders in Sources of Strength



IDAHO LIVES
PROJECT

The Process

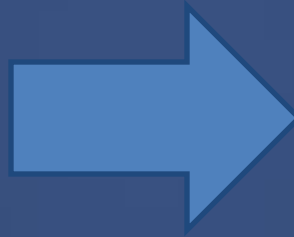


With Adult Advisor support and guidance, Peer Leaders

- Meet regularly
- Take hope, help and strength messages school-wide with a variety of activities



The Result



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